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<b>Summary of the updated course under the umbrella of the MultiEd project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP First Foreign Language Practice (English), BA Vasyl Stefanyk Precarpathian National University</b>	
<b>Master/bachelor level</b>	Bachelor level
<b>Branch of knowledge</b>	035 Philology
<b>Specialization</b>	035.041 "Germanic languages and literatures (including translation)", English as a major
<b>Qualifications</b>	Bachelor of Philology
<b>Form of education</b>	Full-time
<b>Status of the discipline</b>	Cycle of professional courses. Compulsory course
<b>Course prerequisites</b>	English level B2
<b>Semester of the course</b>	1-8
<b>Course Volume</b>	60 ECTS 1800 hours 896 hours of class work 904 hours of self-study and consultations
<b>Form of final control</b>	Credit (passed - A, B, C, D, E, failed - F)
<b>Language of Instruction</b>	English
<b>Developer</b>	Nataliia Pyliachyk, PhD in Philology, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk Olha Bilyk, PhD in Philology, Vasyl Stefanyk Precarpathian National University, Ukraine
<b>Brief Course Description (up to 2000 symbols)</b>	
<p>The course of First Foreign Language Practice (English) aims at developing students' language competence to the level of conscious and professional use of English at interpersonal and educational levels; students' mastering basic language skills (reading, writing, speaking, listening, basics of grammar and communication on the topics identified by the curriculum); enhancing various aspects of social and cultural life and using language as a means of communication.</p> <p>During the course, pronunciation, reading, writing, and listening skills are formed. The main educational material at this stage includes authentic fiction, popular science and media texts, which provide an opportunity to study lexical and thematic material of social, cultural and philological nature. At the same time, the socio-cultural competence of students is gradually developing.</p> <p>The course consists of the following topics:</p> <p>Year 1</p> <ol style="list-style-type: none"> <li>1. Looking good (High Note 3 B1+)</li> <li>2. The Digital Mind (High Note 3 B1+)</li> <li>3. Active and Healthy (High Note 3 B1+)</li> <li>4. Active and Healthy (High Note 3 B1+)</li> <li>5. The Next Step (High Note 3 B1+)</li> <li>6. Do the Right Thing (High Note 3 B1+)</li> <li>7. In the Spotlight (High Note 3 B1+)</li> <li>8. Consumer's World (High Note 3 B1+)</li> <li>9. The Power of Nature (High Note 3 B1+)</li> <li>10. Justice for all (High Note 3 B1+)</li> </ol> <p>Year 2</p> <ol style="list-style-type: none"> <li>1. Work (OnScreen B2+).</li> <li>2. Travel and Shopping (OnScreen B2+).</li> <li>3. Our World (OnScreen B2+).</li> <li>4. Moods and Feelings (OnScreen B2+).</li> <li>5. Art (OnScreen B2+).</li> <li>6. Food and Health (OnScreen B2+).</li> <li>7. Civilisations and Science (OnScreen B2+).</li> <li>8. Education (OnScreen B2+).</li> </ol> <p>Year 3</p>	

1. Who We Are (OnScreen C1).
2. Pushing Boundaries (OnScreen C1).
3. Widen Your Horizons (OnScreen C1).
4. Health Matters (OnScreen C1).
5. Cause for Concern (OnScreen C1).
6. Material World (OnScreen C1).
7. Back to Nature (OnScreen C1).
8. The Art of Entertainment (OnScreen C1).

Year 4

1. Origins. (SpeakOut. Advanced Students' Book).
2. Opinion (SpeakOut. Advanced Students' Book).
3. Places (SpeakOut. Advanced Students' Book).
4. Justice (SpeakOut. Advanced Students' Book).
5. Secrets (SpeakOut. Advanced Students' Book).

*Method of instruction:*

The professor will conduct the course through discussions, presentations, practical training, and through students' active participation.

*Course requirements:*

The students are expected to attend classes on a regular basis, complete readings before each class, and be fully prepared for class discussions (with completed assignments, questions, and contributions).

#### **New, Updated, and Modified Components**

- A. Competencies
- B. Curriculum Learning Outcomes
- C. Course Assessment and Feedback Approach
- D. Course Final Assessment
- E. Assessment Criteria for Final Exam Assignments
- F. Recommended Books and Resources

#### **Course Aim**

The aim of the course is to develop the students' communicative competence, professional training for teaching and translation activities, as well as to form of skills of autonomous learning.

The main objectives of the course are to improve students' lexical, grammatical, stylistic and socio-cultural competence; to improve the skills of self-studying for the purpose of professional self-development.

#### **Competencies**

Integral Competence	Ability to solve complex professional tasks and deal with practical issues in philology (linguistics, literature studies, translation) and education (pedagogy, psychology, and methods) in the process of professional activity and/or study that involves applying theories and methods of philology and pedagogy under complex and indefinable conditions.
Generic competencies	GC 6. Ability to search, process, and analyze information from various sources. GC 7. Ability to identify, define, and solve problems. GC 8. Ability to work in a team and independently. GC 10. Capacity for critical thinking, analysis, and synthesis. GC 12. Ability to apply information and communication technologies usage skills to studying foreign languages;
Specific competencies	SC 9. Ability to freely, fluently, and effectively use the English language, both orally and in writing, in a variety of genres, styles, and registers of communication (formal, informal, neutral), to solve communication issues in different life spheres. SC 10. Ability to collect and analyze, systematize and interpret linguistic and literary facts, to interpret and translate texts into the first (English) and the second foreign languages. SC 13. Ability to establish business communication in compliance with the norms of literary language and speech culture.

#### **Curriculum Learning Outcomes**

CLT 2	to work with information efficiently: to select necessary information from various sources, including professional resources and electronic databases, to critically analyse and interpret the information, organize, classify, and systematize it;
CLT 3	to organize the process of learning and self-education with a great degree of autonomy;
CLT 5	to cooperate with colleagues, representatives of other cultures and religions, proponents of different political views, etc.
CLT 6	to use information and communication technologies to solve complex specialized and professional problems.
CLT 9	to know and understand the system of language, general characteristics of literature as art of word, history of the English language and literature; to be able to apply this knowledge to professional activity;
CLT 11	to know the norms of literary language and to be able to apply them in practice; to comprehend

	the principles and techniques of creating oral and written texts of different genres and styles in the official and the first (English) and the second foreign languages.			
CLT 12	to analyse linguistic units, to trace their correlation; to characterize linguistic phenomena and processes that predetermine them;			
CLT 14	to use the English language in oral and written forms, in various genres and styles, in official, nonofficial, and neutral communication for solving communicative tasks in social, educational, professional, and scientific spheres.			
CLT 15	to carry out linguistic, literary, and specific philological analysis of English texts of various styles and genres.			
CLT 17	to collect, analyse, systematize, and interpret language and speech facts, to use them for solving the complex problems and specialized tasks.			
<b>Assessment and feedback approach</b>				
<b>Teacher-based approach</b>				
<b>Type of work, activity, task</b>	<b>Max points</b>	<b>Extra information</b>		
<b>Interactive classes</b>	Total: <b>30</b> 5*6	Questions and assignments correlate with practical issues introduced in the course (students' attendance and interaction in class are taken into account). Feedback is given regularly during the classes.		
<b>Module Tests</b>	Total: <b>20</b> 5*4	Dictation, sentence translation test (year 1) Written retelling of the text, sentence translation test (year 2) Sentence translation test, essay (year 3) Sentence translation test, essay (year 4)		
<b>Course Final Assessment</b>				
<b>Type of work, activity, task</b>	<b>Max points</b>	<b>Extra information</b>		
<b>Final assignments</b>	Total: <b>50</b>	1) text work (reading, translating, retelling, interpreting)– 10 points; 2) speaking on the topic – 10 points; 3) sentence translation – 10-15 points (depending on the year); 4) individual reading – 10-15 points (depending on the year); 5) newspaper article summary –10 points.		
<b>Total:</b>	<b>100</b>			
<b>Assessment Criteria for Final Exam Assignments on a 50-point scale</b>				
<b>Points / Criteria</b>	<b>Descriptors</b>			
<b>Content (max. score 40)</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<i>Theoretical Competence (20)</i>	Student demonstrates profound knowledge of the vocabulary and grammar material, creatively applies the grammar and lexical patterns in practice, follows the principles of academic integrity	Students demonstrates the knowledge of the theory but not always applies grammar and lexical patterns correctly	Student doesn't know the vocabulary and grammar material well	Student doesn't know the vocabulary and grammar material, and cannot apply the grammar and lexical patterns in practice
<i>Practical Analysis (20)</i>	Student substantiates their point of view thoroughly, profoundly, and logically, demonstrates creative approach to practical analysis of language material	Student fulfills all the tasks but the conclusions are not always fully substantiated	Student doesn't fulfill all the tasks, doesn't substantiate conclusions, or makes invalid conclusions	Student fulfills less than half of the tasks, doesn't substantiate their point of view, doesn't make conclusions
<b>Language (max. score 10)</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<i>Language competence and structure</i>	Students use a wide range of advanced grammatical constructions, vocabulary and transition words. Logical and coherent presentation of the ideas.	Students use advanced grammatical constructions, vocabulary and transition words making some minor mistakes. Logical and coherent presentation of the	Students use simple grammatical constructions, vocabulary and some transition words making minor mistakes. Paper has a clearly defined structure but	Students use simple grammatical constructions, vocabulary and few transition words making major mistakes. Lack of logic and structural parts of the

		ideas with minor structural improvements possible.	lacks logics of presentation.	paper are not clearly defined
*1 – the work does not reach a standard described by any of the descriptors given above				
*0 – the work does not reach a standard described by any of the descriptors given above				
<b>Recommended Books and Resources</b>				
<ol style="list-style-type: none"> <li>1. Brayshaw D., Hastings B., Edwards L., Bright C. High Note 3 Student’s Book, Pearson Education Limited, 2020. 203p.</li> <li>2. Cole A. High Note 3 Teacher’s Book, Pearson Education Limited, 2020. 336p.</li> <li>3. Brayshaw D., Hastings B., Edwards L., Bright C. High Note 3 Workbook, Pearson Education Limited, 2020.</li> <li>4. McCarthy M., O'Dell F. English Collocations in Use. Intermediate. 2nd ed. Cambridge University Press. 2017. 192 p.</li> <li>5. McCarthy M., O'Dell F. English Vocabulary in Use. Upper-Intermediate. 4th. ed. 2017. 280 p.</li> <li>6. Virginia Evans, Jenny Dooley Grammarway Express Publishing, 2017.</li> <li>7. Virginia Evans, Jenny Dooley On Screen B2+ Workbook and Grammar Book. Express Publishing, 2017.</li> <li>8. Dooley J., Evans V. On screen. C1. Student’s Book. Express Publishing, 2017. 202 p.</li> <li>9. Dooley J., Evans V. On screen. C1. Workbook and Grammar Book. Express Publishing, 2017. 192 p.</li> <li>10. Clare A., Wilson J.J. SpeakOut. Advanced Students’ Book (2nd edition). Pearson Education Limited, 2016.</li> <li>11. Clare A., Wilson J.J. SpeakOut. Advanced Workbook (2nd edition). Pearson Education Limited, 2016.</li> <li>12. Clare A., Wilson J.J. SpeakOut Advanced: BBC Interviews Extra (2nd edition). Pearson Education Limited, 2016.</li> <li>13. Clare A., Wilson J.J. SpeakOut Advanced: DVD Extra (2nd edition). Pearson Education Limited, 2016.</li> <li>14. Clare A., Wilson J.J. SpeakOut Advanced: Extra Grammar. Pearson Education Limited, 2015.</li> <li>15. McCarthy M. English Vocabulary in Use Advanced. Cambridge University Press, 2003.</li> <li>16. Oxford Collocations Dictionary for students of English. Oxford: Oxford University Press, 2005.</li> <li>17. BBC News. URL: <a href="https://www.bbc.com/">https://www.bbc.com/</a></li> <li>18. Project Gutenberg. URL: <a href="https://www.gutenberg.org/">https://www.gutenberg.org/</a></li> <li>19. Ted Talks. URL: <a href="https://www.ted.com">https://www.ted.com</a></li> </ol>				
<b>Course Quality Monitoring</b>				
<ol style="list-style-type: none"> <li>1. Syllabus feedback from external (peer-)reviewers</li> <li>2. Feedback from students who attend the course</li> <li>3. Students’ performance in the course</li> </ol>				